

Vision and Quality 2.1

- The arts provide a vehicle to inspire, challenge and motivate children in all areas of the curriculum. Through studying the arts, children realise their own potential and become confident and responsible learners.
- The key art forms are delivered as part of the wider curriculum. They provide creative challenges within all subject areas to help motivate, provide a high level of pupil interest and ensure the highest level of outcomes across the curriculum. Teachers whose specialisms lie within the art forms, support all staff in planning and delivering the arts with increasing confidence. Progression of skills teaching within all the art disciplines, is overseen by the arts co-ordinators, who work alongside staff to ensure children are challenged and reach their maximum potential.
- Inclusion of all pupils has always been a strong priority within the school. All children have the opportunity to explore the arts through differentiated or supported activities. Access to the arts is available to all children, within curriculum and extra-curricular time. The curriculum throughout the school motivates children to learn and progress through a wide and diverse range of cultural and global experiences. Students have their own council, in which all children have the opportunity to express their opinions and wishes. Ideas put forward are debated giving the children the opportunity to steer their own learning. Talented pupils have the opportunity to channel and foster their talent, through challenging differentiated activities within and beyond curriculum time. Specialist outside agencies provide specialist teaching, which encourages and challenges talented children, through their high level of experience and expertise. These opportunities are provided on a regular basis. Talented children are encouraged to join the local theatre group, in which children are supported by members of staff. Each year the school provides a talent competition. Children are encouraged and supported by members of staff to reach their full potential during rehearsing, participation and performing at these events. Each term, all children present to parents and the wider community a presentation depicting the current Christian theme-harvest, Christmas and Easter. Children are encouraged to form judgements and decisions on how they will deliver this presentation through a range of art forms. A professional artist has worked regularly with all children to create a garden of their own design, using a range of ceramic work. Through working with this artist, all children including the gifted and talented have experienced how a professional makes a living through his talent. Each year a visiting theatre group presents a production linked to current topic work. Again children experience the work of professional artists making a living from their talent. These artists also open up and provide other avenues to motivate, challenge and inspire children within their own learning.
- 2.2 (artsmark gold)
- Two teachers, whose specialist subject is art and design provide a high level of teaching within key stage 1 and 2. These teachers both provide extra curricular art teaching which is open to and very well supported by children from a range of year groups. A very high level of teaching within drawing, painting, printing, collage, fabric and 3d is taught.
- Dance is taught by a specialist teacher from an outside agency.
- Music is taught weekly throughout the year, in years five and six by a specialist teacher from an outside agency.
- Each year a visiting theatre group presents a production linked to current topic work. Children experience drama, music and dance presented at its best.
- All children have the opportunity each year to experience a drumming workshop delivered by an outside agency. Each class rehearse and develop a drumming performance, which they present to the rest of the school at the end of the day.
- Teachers are inspired by ideas delivered by professional artists. These teachers develop their own subject knowledge and creative thinking. They become more skilled at delivering a high level of creative skills teaching. An increasing awareness is opened up of how the arts can motivate, challenge and develop pupil understanding in other non-arts related subjects. It has always been the school's policy to link all subjects within the current topic studied.

2.3

- A) We believe promoting the arts is crucial in developing learning in non-arts subjects. The arts promote confidence in children so transpiring confidence in succeeding in other subject areas. Children learn to express themselves in different ways through the arts so enabling them to communicate their ideas and express ideas more fully in other subject areas. They become more creative in their thinking and so this creativity transpires into their ability to express ideas more widely and vividly in other subjects. The arts require children to problem solve, hence therefore their problem solving skill are developed and transfer across the curriculum.
- B) Children's work in writing is developed through art, drama, dance and music. The school uses the MADD (music, art, drama and dance) schemes of work to support and link the arts to children's work in writing. These schemes help to support and develop teachers creative thinking in their planning and delivery of lessons. Children make good and excellent progress in writing, as their creativity and confidence as writers is developed and fostered through the arts. The ability and confidence to express themselves through music, art, dance and drama develops and extends pupils ability to articulate their ideas through an extended and more imaginative use of creative language.
- Problem solving and organisation skills in maths has been developed well across the school due to the challenges children are set in their need to organise and interpret their ideas through their work in drawing, painting, printing, collage, fabric and 3d. As an example drawing activities which require children to focus on hand eye.
- Children's work across the curriculum is always linked to their topic work. This topic work is usually led by their work in the humanities. Children are motivated and inspired to learn about other cultures and civilizations through the arts. This work is delivered by the class teachers, specialist teachers or performers from outside agencies or by visits to venues and events. The chance for teachers to experience the work of other artists helps them to develop their subject knowledge in planning the teaching of humanities through the arts.

- Impact and Opportunity

- 2.4

- Throughout the school, the MADD schemes of work provides opportunities to engage children within a range of diverse cultures through music, art, drama and dance . For example, children in year 3 engage in and experience the aboriginal culture through these artistic disciplines. In year 4 these disciplines develop an awareness of Mexico and the Caribbean, historically and to the present day. In year 5 through music, art, dance and drama, children engage in and experience the diversity within their own local culture, through the work of Michael Morpurgo. Children have had opportunities each year to engage with an African band who perform at the school. Each term children meet with the children from two local primary schools to take part in a range of activities and to experience what life is like in a school within their own community. As an example recently a year group met up with the same year groups from the other two schools to experience a cultural Spanish day. Through music art and dance children developed and appreciated some of the cultural aspects of Spain.

- 2.5 Gold SAT'S achievement and Ofsted

- 2.6

- Identifying potential in the arts is recognised through the continuous monitoring of children's work and performance. Alongside teacher assessment, children have opportunities to self assess their own work against the skills they have been taught throughout the year. Talented children are encouraged to attend regular extra curricular clubs, outside the school day delivered by the two specialist art teachers within the school. This extra curricular teaching provides opportunities to experience and learn the skills linked to drawing, painting, printing, collage, fabric and 3d work. Through the teachers high expectations and subject knowledge this enables talent to be nurtured and built on. Outside agencies providing specialist teachers in music and dance also have the experience and knowledge to identify talented children and how this talent can be channelled and nurtured. Potential within drama is recognised through the regular teaching linked to work in children's writing. Talented children are encouraged to take leading roles, make independent decisions on their own performance and leading and directing group performances. These children who show confidence and talent within the drama discipline are encouraged to take leading roles in the termly religious performances performed to parents and the wider community. Celebration of the arts, through music, dance and drama takes place each term by the whole school performing religious celebrations to parents and the wider community.

- The school currently holds an Artsmark Award Silver.

- 2.7

- Within the arts disciplines, children are encouraged to make decisions on their presentation and depiction of ideas. Termly religious performances to parents and the wider community are driven by the ideas of the children themselves. Within lessons, children are encouraged to steer their own learning through group and class discussion of the development of their own ideas. Teachers support, encourage and foster their ideas.

- Decisions for the outside quiet area to be aesthetically enhanced was generated and acted upon through the school council which consequently now provides an area created and developed by the children through a range of ceramic work.
- 2.7 Gold
- A) Children in year 5 develop and lead dance routines to teach all children within the school as part of their wake and shake lessons.
- Each year two days are set aside for children to experience and further their development in drawing, painting, collage, fabric and 3d work. This is a Christmas theme in which age groups are combined into mixed groups. More able and older children buddy up with younger and less able children to support and give guidance with their art work. This gives the opportunity for older children to take responsibility and to use their talent and experience to teach younger children the skills they have developed themselves.
- After school art is offered to all children in key stage 2. Talented pupils, who are more confident and skilled have the opportunity to mentor less able pupils by demonstrating ideas and supporting them in their work. Pupils who attend these group make the decisions on the topic and the media in which they would like to work.
- B) Throughout the time children attend St Catherine's they are encouraged to develop their life skills independently outside the school day. Children make decisions on how they are going to approach, plan and develop these projects. As an example, children in year 4 made story sacks to read and perform to younger children. Once completed using a range of art media, children performed and filmed their performances. These independent achievements are recognised within the school and children are rewarded with special certificates for their work.
- 2.8 A skilled work force
- All teachers work alongside visiting independent artists and those deployed through outside agencies. These artists are specialist from a range of the art disciplines-music, art, drama and dance. Working alongside, observing and interacting with these specialists help all staff to develop their skills, inspire their future planning and teaching alongside developing confidence within their own teaching of the arts.
- Teachers also work alongside, interact and observe specialists at work during visits to outside venues. As examples year 1 visit the theatre each year to observe how stories are brought to life through drama, year 2 and 4 attend special themed workshops at the National Maritime Museum. These workshops link to current topic work and children further their understanding through music, drama and art. Again these ideas presented help to develop teachers own creative teaching and planning in the arts. Year 3 visit Carnglaze caverns and Truro museum and come away with the same experiences. Year 5 visit Morwellam Quay for a day of Victorian drama and year 6 ...
- All teaching staff developed their skills in teaching 3d ceramic work through working alongside, observing and interacting during the workshops led by the visiting professional artist.
- The arts co-coordinators who are specialists within their own art forms give continuing support and guidance to colleagues, regarding planning and teaching of each of the art disciplines.
- Teaching staff have developed their skills, knowledge and understanding through observing, working closely and interacting with the above specialist artists. Working alongside these artists help teachers to identify the skills that are needed for children to develop within each of the above art disciplines. Identifying children who are gifted and talented becomes clearer and how to extend and foster this talent is clearer. Visiting artists and visits to outside agencies and venues are planned to extend ideas within the topics that are being studied. These visits and artists bring another dimension to current teaching ideas and inform teachers of ways they can be more creative in motivating and challenging pupils needs.
- 2.8 Artsmark Gold

The school sensory garden has previously been a focus for aesthetic improvement. Ideas generated were put to a professional artist, who provided guidance in how these ideas could be achieved. The decision to work with ceramics depicting the uniqueness of St Catherine's school were guided by the experience and talent of this professional.

The artist worked alongside teachers and children, through the initial planning and sketching of ideas. Advice and guidance was given to staff, on how ideas through sketching needed to be executed, so as to transfer over to ceramic work. Demonstrating how ideas could be represented simplistically while still identifying the intention for its purpose, was a valuable exercise for all staff. Planning for progression was also significant to this project. Staff became more aware of how the visual elements of line, colour, texture, pattern, shape and form could be represented within this media. Guidance was given to staff on how to apply these skills progressively within working with this media. Children were able to apply these skills progressively, as taught through their drawing work in the classroom. Through working alongside the artist, the children and staff became more skilled in how to transfer the designs to create ceramic tiles. They observed and worked with a range of techniques to depict the initial designs to their full potential. Staff observed and discussed the use of coloured glazes to complete the final design to its full potential. Children who showed an extra interest in art and wanted to extend their talent for the subject were given additional work shops after school, to create ceramic doves to compliment the tiles created. These workshops were again led by the professional artist. Again staff working within this situation benefited from the guidance, observations and hands on work throughout the process of this project. Bringing the whole project together and displaying the art work to its maximum potential has impacted on the confidence given to staff for future projects.

- An artist specialising in dance was invited to lead and work alongside the year 5 teacher in planning and teaching a dance project linking to their current topic. Having the opportunity to do this gave a non-specialist dance teacher more insight on how ideas within a topic can be represented through dance movements and composition. An insight into how this discipline can be made inclusive for all children including gender difference, was valuable to the teacher's future practice. The effective use of props and directing children to work collaboratively in forming their own decisions was also a valuable experience. A stunning final performance was performed to another class, giving the children a purpose for their work through performing to an audience. The teacher involved has developed significantly professionally, in planning and delivering future dance projects. A significant development as dance is very much part of the school curriculum, linking with each term's MADD topics.
- Community and Collaboration
- 2.9
- Each term all children take part in a performance linked to their current religious theme-harvest, Christmas and Easter. Children depict these themes through music, art, drama and dance. Each class practices and rehearses their ideas, before bringing together as a final whole school performance. These performances take place in school and also at the local churches. Performances are always very well attended by family and friends.
- The school has a website which is kept up to date with children's continuing activities and achievements within the arts. This website is available to families and the wider community.
- Celebration of achievements and activities involving the arts disciplines that children have been involved in are reported in the school newsletter available to parents. The wider community are able to often observe these activities and achievements through the local regional weekly paper.
- 2.9 Gold
- We allow other schools the use of our kiln, to enable them to share the advantages of being able to work within the 3d media to its full advantage as we do.
- We have recently formed a trust with the other two Launceston schools. Our vision as partnership schools will be to share and develop expertise to fulfil the maximum potential within all pupils. This will include the teaching of the arts.
- 2.10 Artsmark Gold
- Reflecting and Planning
- 2.11
- We believe as a school our strength lies in the way the arts are embedded in the whole curriculum. Children have a real purpose for their art work because it is always linked to the topics they are studying throughout the term.

- 2.10 Artsmark Gold
- We aim to build on previous and sustained partnerships. As an example we have deployed a dance specialist from an organisation from a sustained partnership already deployed. Therefore the monitoring of previous achievements are built on. We make maximum use of this resource by closely working with the artist in planning the projects to link with current topic work. The class teacher was closely involved throughout in observing the delivery and quality of teaching involved. Through monitoring closely she was able to link ideas developed in the dance lesson to other subject areas. Because the dance lessons were closely linked to the topic work studied children developed more of a sense of place in which the topic is set and developed and acquired the specific and expressive language needed to write in a particular style.
- Reflecting and Planning
- 2.11
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The arts are valued by all members of staff to inspire, motivate and ensure all children reach their maximum potential. Art resources are overseen by the arts co-coordinators, who always ensures each year group have a range of quality equipment to work with. Children experience and develop their skills in drawing, painting, printing, collage, fabric and 3d work through using the best quality materials and resources. For instance the school has it's own kiln and resources to create quality batik work. Each term the whole school put on an arts performance linked to the current religious festival being celebrated at the time. Year 6 perform an additional performance at the end of the year. These performances are performed to the wider community, either within the school environment or at the local churches. The school website is continually updated with current arts projects, displaying work in process and also the final results. Children have continuing access to artists and arts organisations within and outside the school environment. These experiences begin at the nursery stage and continue throughout every child's time at St Catherine's right up to year 6. All classes have at least one experience throughout the year working with professional artists and organisations within and outside the school. Most classes have these experiences more than once throughout the year. The arts co-coordinators continually monitor the arts curriculum throughout the school, evaluating and ensuring that each year group have a broad balance of arts teaching. Class teachers continually monitor children's progress in the arts to inform planning for differentiation and progression. Pupils also self and peer evaluate and assess their work within the arts, as their work progresses and through the final outcomes.

In the future we will build on the assessment process we have in place to develop a more rigorous process which ensures every child reaches their full potential within the arts.

- 2.11 Gold
- To raise the quality of our arts provision we look towards working with more professional outside agencies to raise the standard of teaching within the arts. Although we provide a high level of provision linked to outside agencies staff would benefit with working more closely with professional artists. The provision would provide the full range of arts disciplines. Discussion with staff will identify the areas in which they would like to develop professionally. Arts Co-ordinators will research and contact agencies or artists who would provide the best level and quality of provision to suit their needs. These agencies and artists would include those already used to build on successful practice experience so far. Staff would work closely in the initial planning of ideas with the artist. This will ensure the assessment of skills already acquired by the children are built on progressively and children are suitably challenged. Planning will link to current topic work in which the artist will open up new avenues in how the acquisition of skills are linked creatively to current topic work.